



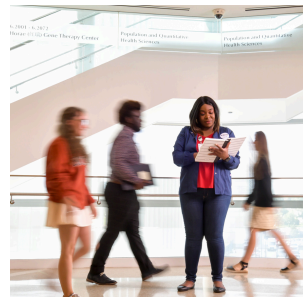
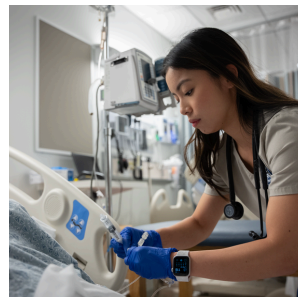
ANNUAL REPORT

July 1, 2023 - June 30, 2024

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UMASS CHAN MEDICAL SCHOOL

MORNINGSIDE GRADUATE SCHOOL OF BIOLOGICAL SCIENCES

TAN CHINGFEN GRADUATE SCHOOL OF NURSING

T.H. CHAN SCHOOL OF MEDICINE



Welcome to DRIVE

Diversity, Representation, and Inclusion for Value in Education

The DRIVE core team are grateful for your support and partnership, the results of which we share through this annual report. This year, together we have continued to build, improve and advance towards DRIVE's goals to:

- promote a representative and bias-free curriculum across our learning environments;
- enhance the accuracy, representation, and inclusion of diverse populations in all our educational activities
- make space for critical conversations about diversity in teaching and learning across our community.

As you review these pages and our improved website umassmed.edu/drive we hope that you will reflect on what you see, consider how you or your circle can contribute to DRIVE, and how we can continue to improve our support of faculty, staff and learners who are critical to our curricula and learning environment. We welcome your comments, feedback and participation -- please share your ideas with us through our weblinks or by emailing DRIVE@UMassMed.edu.

Thank you for joining us here, and we hope to see you soon at one of our monthly meetings and discussion cafes where we partner to mitigate the impact of bias in our curricula and learning environments, and make space for conversations and growth in our own and our community diversity, representation, and inclusion.

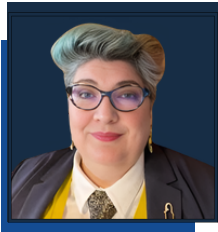
Warmly,
The DRIVE Core Team



DRIVE CORE TEAM



Melissa Fischer, MD, MEd
DRIVE CONVENER; PROFESSOR OF MEDICINE
T.H. Chan School of Medicine
UMass Chan Medical School



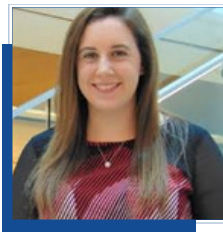
Yasmin Carter, PhD Resigned
DRIVE Director of Scholarship and Impact
T.H. Chan School of Medicine
UMass Chan Medical School



William Jesdale, PhD
DRIVE Director of Scholarship and Impact
Morningside Biomedical School of Sciences
UMass Chan Medical School



Madeline Johns
Project Manager
Office of Educational Affairs
UMass Chan Medical School



Melissa Augustine Resigned
Victoria (Tori) Rossetti, MSLIS
DRIVE Liaison from the Lamar Soutter Library
UMass Chan Medical School

















Priscilla K. Gazarian, PhD Newest Member
DRIVE Director of Community Engagement
Office of Educational Affairs
UMass Chan Medical School



AY23/24 PRIORITIES with status updates

KEY  Completed  In progress  Deferred

ACCESS	Partner with learners and instructors about program implementation, growth, impact and implications		Secured expanded UMass Chan Medical School orientation experience. Redesigned Monday cafés to partner with affinity and interest groups
	Implement advanced, small group workshops		Created and presented inclusive small group teaching workshops
	Hire and retain a project manager to support and help drive initiatives		Project manager engaged and collaborating closely with DRIVE team
	Create and share 'Best Practice' resources for topics discussed at Cafés		<u>System practice guides</u> created based on topical discussions and needs identified at DRIVE-In Cafés .
	Provide continually improved core workshops to specific populations		Ongoing core workshop adjustments in 23-'24 while obtaining CME and improving outreach and tracking
	Explore requirement for schools beyond T.H. Chan core faculty		Continued outreach to GSN and GSBS
COMMUNICATION	Update and improve DRIVE Website		An additional two web pages were created. Systems Practice Guide and Feedback Process .
	Plans include adding a related RSS feed, posting graphics regarding feedback response data, linking to student elective materials*		RSS remains in consideration for future
	Enhance library resources		Library guide revised in collaboration with Tori Rosetti, MSLIS interim DRIVE librarian
	Integrate library guide more effectively into workshop and communication		Library guide referenced in workshops
	Explore virtual bookshelf and physical library space for DRIVE resources		Deferred to consideration in '24-'25 with change in librarian partnership
	Expand usage of the DRIVE commitment slide		Consider student project to evaluate utilization in '24-'25
	Incorporate commitment slide into core template and faculty handbook in the T.H. Chan School of Medicine and work with Vista Education Program Specialists to encourage faculty use		DRIVE commitment slide integrated into core T.H. Chan slide template and collaboration with OUME education program specialists to coordinate appropriate ongoing use
	Work with faculty to expand usage in the Tan Chingfen Graduate School of Nursing and the Morningside Graduate School of Biological Sciences.		Ongoing discussion '25



ENGAGEMENT

- Promote engagement of learners and partners across all three schools and GME, as well as regionally (such as TOT) »»

Successfully integrated into TOT, ongoing efforts in other schools and programs
- Increase active participation in DRIVE committee work »»

Changed structure of full committee meetings to incorporate breakout working groups
- Identify ways to support learners from Tan Chingfen and Morningside more effectively »»

Ongoing discussions
- Collaborate with diversity liaisons or other groups to coordinate efforts institutionally »»

Changed Monday café structure as above for '24 -'25 and will assess outcome
- Work with students in T.H. Chan SOM Pathways (educator, social justice and advocacy and others) »»

DRIVE project offered as Pathway Longitudinal Project without student enrollment, will continue to offer
- Increase collaboration with the Diversity and Inclusion Office to implement new strategic plan pillars and collaborate on Restorative Justice model »»

Jeanna Lee, PhD regularly participating in DRIVE monthly committee meetings. Adjusted feedback tool to better align with DIO and OSL processes
- Incorporate discussion of DRIVE-related scholarly articles at least quarterly during DRIVE- In Cafés »»

Not pursued, consider for '24 -'25 UMass Chan Medical School Monday cafés
- Implement new consultation process utilizing self-reflected curriculum appraisal tool form and individualized discussion »»

No consultations requested, will review process annually
- Update Independent Learning Module (ILM) with more inclusive video and other examples »»

Completed: [Independent Learning Module](#)
- ETrack and report required participation »»

Not accomplished, working on SOP updating for '24 -'25 '24 -'25

IMPACT

- Expand DRIVE-specific course and faculty evaluation questions to Morningside Graduate School of Biomedical Sciences and consideration of expanding commendation process to that School »»

Ongoing discussions
- Implement a model for collecting and sharing impact data more consistently »»

Process updated so that faculty can either complete a survey about their response to feedback, or survey is completed by Project Manager with faculty input
- Advance longitudinal data, consider measures beyond feedback and response including DRIVE website utilization and other mechanisms »»

Deferred to '24-'25
- Promote opportunities for professional development and scholarship »»

Partnering with library and full DRIVE committee to create eScholarship guidelines and advance library guide reporting



IMPACT

Expand categorization of faculty response to anonymous feedback and share data on DRIVE website



New process for faculty response started and will report on website

Promote effective anonymous feedback utilization across the educational community



Focus in '24-'25

Explore methods to track longitudinal student comments on diversity in various evaluation and feedback reports



Focus in '24-'25



DRIVE

Impact on the Community

Workshops

- Core Skills Workshops (T.H. Chan School of Medicine, Tan Chingfen GSN, Morningside GSBS faculty, interprofessional Teachers of Tomorrow (TOT) attendees; T.H. Chan School of Medicine Early Clinical Learning (ECL) faculty, LEAD@Lahey core faculty)
- Microaggressions
- Inclusive Small Group teaching (T.H. Chan School of Medicine Core Faculty; TOT)

Presentations

UMASS CHAN MEDICAL SCHOOL

- Student orientation for Morningside GSBS, Tan Chingfen GSN, and T.H. Chan School of Medicine
- Defined faculty groups
- T.H. Chan School of Medicine Learning Communities mentors, multiple curriculum committees, T.H. Chan School of Medicine peer mentors, UMass Chan Faculty Council, Grand Rounds, LEAD@Lahey, Baystate-PURCH faculty
- UMass Chan's new faculty orientation
- Interprofessional faculty attendees (presentation and drop-in room)
- Conferences
- AAMC National meeting roundtable discussion, HEALL (UMass Chan Health Education Academy for Leadership and Learning) education day poster,

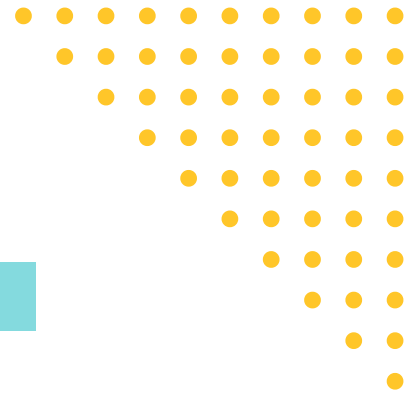
COMMUNITY

- Oxford Public School Administration



DRIVE

Impact on the Community



Systems Practice Guides



Systems Practice Guides are one-page resource documents created in response to needs identified during DRIVE Café discussions. Systems Practice Guides are available on the DRIVE website to facilitate use across the institution.

- [Boundary Statements](#)
- [Content Disclosure](#)
- [Countering Implicit Bias](#)
- [How to give Actionable Feedback](#)
- [Video Conference Camera Use](#)

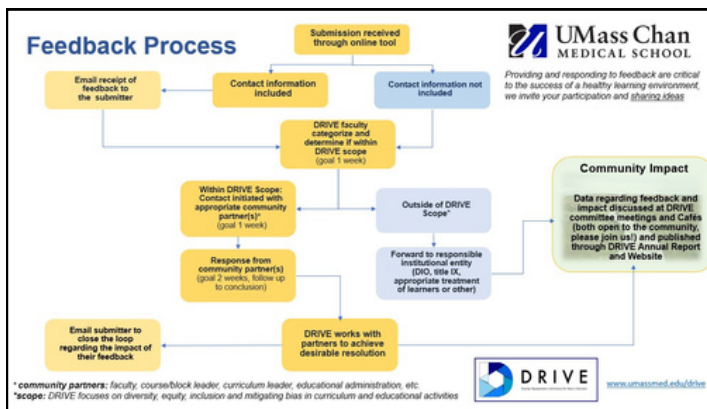
Share ideas for other resources that would be valuable to you at a committee meeting, DRIVE Cafe or through DRIVE@umassmed.edu



DRIVE Impact on the Community

Updated and Clarified Feedback Tool and Process

The DRIVE Anonymous Feedback Tool provides all members of our community with a mechanism to communicate directly with DRIVE (either anonymously or confidentially as chosen by the user). No identifying information is required to fill out the form, but submitters are encouraged to share contact information for clarification and to facilitate follow-up regarding impact.



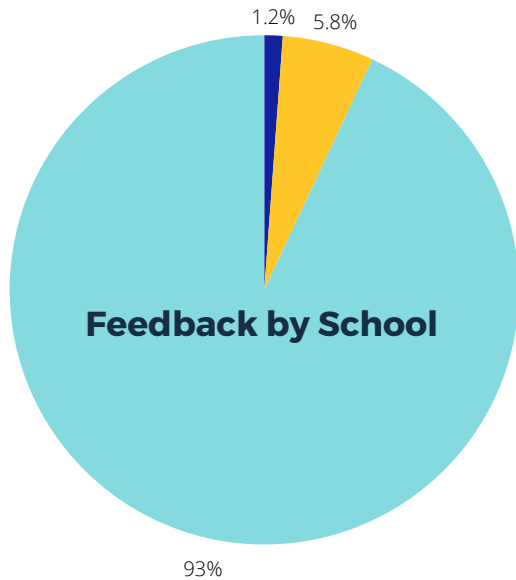
Feedback is categorized based on the 6-curriculum appraisal tool sections and reported on the DRIVE website (see charts on the next page). The DRIVE Feedback tool is available via [DRIVE Web Page](#), [Lamar Soutter Library Guide](#), QR code on updated school 'badge buddies'

Improvements include:

- Reviewed and revised the process for collecting, responding to and sharing feedback received through our survey tool
- Consulted with learners, GME and other educators to improve feedback form and process
- [Created graphic to visually describe the DRIVE Feedback process](#)
- Drafted email templates for communication with learners and faculty
- Collaborated with the Office of Student Life and the Diversity & Inclusion Office to facilitate learners to direct their feedback to the most relevant venue, including DRIVE, Title IX, and the Appropriate Treatment of Learners
- Enhanced language regarding the value of identifying information to promote follow up



FEEDBACK VIA DRIVE REPORTING TOOL



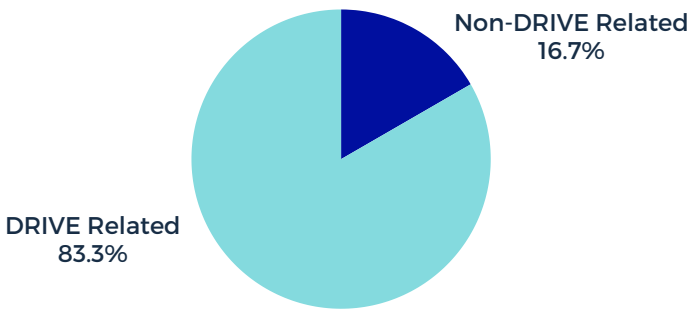
DRIVE Feedback Received
65 Responses DRIVE Related
21 Non-Related/Redirected
 July 1, 2023 - June 30-2024

Morningside Biomedical School of Science
 1 response

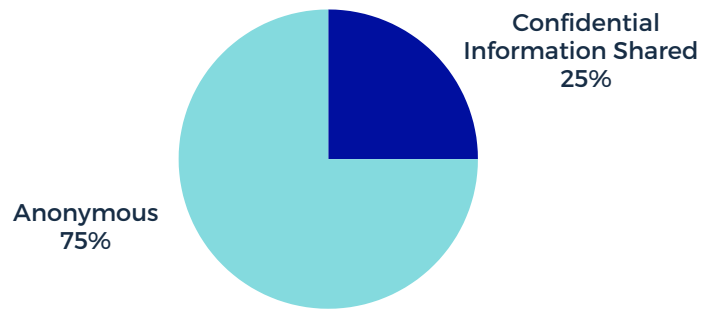
Tan Chingfen Graduate School of Nursing
 5 responses

T.H. Chan School of Medicine
 80 Responses

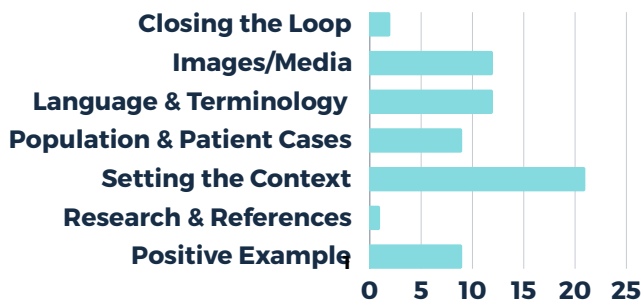
FEEDBACK VIA DRIVE REPORTING TOOL



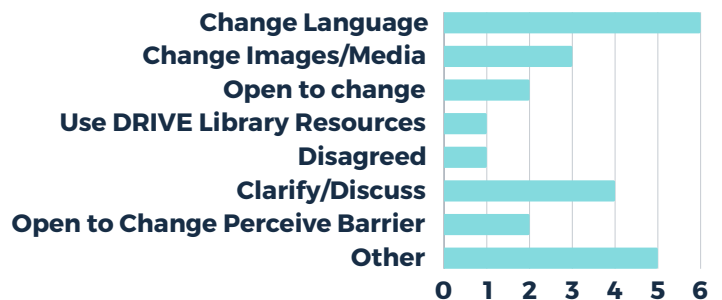
FEEDBACK SUBMISSION



FEEDBACK BY CATEGORY by using Drive Curriculum Appraisal Tool



FACULTY RESPONSE TO FEEDBACK





DRIVE ELECTIVE

T.H. Chan School of Medicine Advanced Studies Elective

Working with the DRIVE faculty, students identify and discuss the ways in which bias may appear in medical education, assist in creating and improving resources such as System Practice Guides and the DRIVE Curriculum Appraisal Tool, apply the DRIVE Tool to curricular materials, and partner with faculty to address issues of bias appropriately. Learners complete a related project and present it to the DRIVE team and committee.

STUDENT PROJECTS

*Requires UMass Med CREDITIALS to view

NOAH KELLER

A Guide for Medical Providers who Speak Additional Languages

OMAR TAWEH

Middle Eastern, Muslim, and Arab: A Terminology Guide

DANIEL UGOCHUKWU

Language in the Electronic Medical Record

SARA DANFORTH

Talking about Weight: A Clinical Conversation Guide

SARAH CALOVE AND ASHVIN ANTONY

Preface language and Leading Discussions Regarding Populations You Don't Identify With



AY 2024-2025 PRIORITIES

For the next academic year DRIVE has identified the following priorities in 3 critical areas: Resources, Engagement and Impact.

RESOURCES TO SUPPORT EDUCATORS AND LEARNERS



- Create and share at least 2 new 'System Practice Guides'
- Draft and pilot 'Inclusive Benchside-Bedside' workshop
- Implement citation and eScholarship model to promote resource utilization
- Update the DRIVE website and consider adding an RSS feed and student project links
- Better integrate library guides into our workshops and communications
- Explore ways to create a virtual bookshelf and improve physical library resources for DRIVE, including tent cards and collaborations
- Collect and share presentations and outputs related to DRIVE and participants' work, including learner resources developed during the DRIVE Elective

INSTITUTIONAL ENGAGEMENT



- Collaborate with faculty to increase the use of DRIVE resources in the Tan Chingfen Graduate School of Nursing and the Morningside Graduate School of Biological Sciences
- Develop models for electives, projects and monthly committee participation for learners across the Morningside GSBS, TH Chan SOM and Tan Chingfen GSN, GME and post-docs
- Work with committee to create process to increase participation in DRIVE committee work



AY 2024-2025 PRIORITIES (Continued)

INSTITUTIONAL ENGAGEMENT CONTINUED

- Collaborate with the Diversity and Inclusion Office to implement new strategic goals and a Restorative Justice model
- Discuss DRIVE-related articles at least once a quarter during interprofessional school-focused Cafés
- Review our consultation process using self-reflection tools and individual discussions

IMPACT



- Assess how the new Monday Café structure impacts collaboration with diversity liaisons and other groups
- Track and report faculty workshop participation requirements and continuing education credits
- Confirm DRIVE-related course evaluation questions across schools and begin data analysis
- Consider expanding commendation model to all schools
- Create a consistent model for collecting and sharing impact data including website, library guide, citation, commitment slide and other usage, utilizing narrative feedback analysis
- Categorize faculty responses to anonymous feedback and share this data on the DRIVE website

